

Icahn 5 Charter School

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

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2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Danielle Masi, Principal and Dr. Arthur H Pritchard, consultant, prepared this 2020-21 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position	
	Office (e.g. chair, treasurer, secretary)	Office (e.g. chair, treasurer, secretary)
Gail Golden	Chair	
Diane Fellows	Trustee	
Seymour Fliegel	Trustee	
Robert Sancho	Trustee	Finance/Grievance
Edward J. Shanahan	Trustee	
Karen Mandelbaum	Trustee	Finance/Grievance
Sabrina Fullerton	Parent Trustee	

Danielle Masi **has served as the Principal since** July 2017.

SCHOOL OVERVIEW

The mission of the Icahn Charter School 5 is to use the Core Knowledge curriculum developed by E.D. Hirsh, to provide students with a rigorous academic program offered in an extended day/year setting. Students will graduate armed with the skills and knowledge to participate successfully in the most rigorous academic environments and will have a sense of personal and community responsibility. Our instructional program is data driven and combines Core Knowledge with ongoing assessments. Children, who have demonstrated a deficiency in ELA or Mathematics, as evidenced by results of an assessment test, are placed in our Targeted Assistance Program. Our TA program consists of in school remediation, after-school tutoring and Saturday Academy. We have an extended school day of 7.5 hours and an extended school year ranging from 181 to 188 days of instruction. We have an extended school day of 7.5 hours and an extended school year ranging from 181 to 188 days of instruction.

Icahn Charter School 5 opened in September 2011 and served grades kindergarten through second grade. Our school is composed of 58% African American, 31% Latin, 4% Asian, 5% White, 2% other with a free and reduced lunch rate of 77.16%. Icahn 5 was designated as a National Blue Ribbon School in 2017 and again as a Recognition School by the NYSED in 2019.

The 2019-21 Pandemic Experience

In March of 2020 the World Health Organization officially declared COVID-19, a disease caused by the novel coronavirus, a pandemic. This caused many local and national governments, including New York State, to impose restrictions on business operations, travel and time spent outside the home. On March 16, 2020, the Governor's Office issued an executive order indicating schools would be closed for the next few weeks with an opening date uncertain. Our school transitioned to remote learning, expecting to be back in two weeks, but didn't return for the remainder of the 2019-2020 school year. All students received packets, either in person or by mail. On March 17th and 18th, we distributed Chromebooks to families and continued to provide daily instruction remotely for Icahn students.

During the 2020-2021 academic year, the school began servicing students remotely and reopened to a hybrid instructional model on October 4, 2020 servicing about one-third of the student population to in-person learning while the remaining $\frac{2}{3}$ of students learned synchronously in a hybrid instructional model. Over the course of the school year, the in-school student population increased following each entry period, allowing remote students to re-enter the building for in-person instruction. Student re-entry windows were centered around each marking period. We continued to forge ahead, flexibly adapting to the needs of our students, families, and staff.

A robust instructional remote learning plan was adopted and implemented for the Icahn Charter school students that decided to remain remote. In keeping with best practices and core principles, K-8 students received both synchronous and asynchronous instruction in support of a hybrid-learning experience that was purposeful, positive, and productive when participating in academic learning from home. Monitored attendance remained a priority for our remote students. Throughout the year, this was

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monitored closely at any point in which student or classroom quarantine required students to transition back to remote instruction. Daily outreach to families of students who were not online was conducted.

The pandemic experience has stimulated a learning curve for all school personnel and students. Teachers have become increasingly creative in their delivery of lessons and have mastered the use of different interactive instructional programs and practices that have supported a hybrid learning environment. In turn, these flipped instructional and hybrid practices were used to enhance teaching and student engagement. Teachers now have increasingly effective methods of remote and hybrid teaching to support student learning. There is no doubt that when we fully return to our brick-and-mortar building, remote learning and hybrid learning structures will become an integral part of school life as it has revolutionized our approach to education. For the 2021-2022 school year, the school has adopted in-school learning only and will not offer remote learning due to the pandemic.

ENROLLMENT SUMMARY

In the table below, provide the school's BEDS Day enrollment for each school year.

School Enrollment by Grade Level and School Year														
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2016-17	39	36	38	37	35	35	36	27	39	-	-	-	-	283
2017-18	39	36	38	38	39	35	31	30	27	-	-	-	-	313
2018-19	39	37	40	40	36	37	33	29	30	-	-	-	-	321
2019-20	40	40	40	40	35	34	35	28	27	-	-	-	-	319
2020-21	36	39	38	38	39	32	34	33	28					318

GOAL 1: ENGLISH LANGUAGE ARTS

ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

All Icahn 5 students will become proficient readers in the English language.

BACKGROUND

Our ELA curriculum follows the Core Knowledge sequence and is composed of McGraw-Hill anthologies and workbooks, Houghton Mifflin Harcourt Collections, a strong emphasis on writing, extensive classroom libraries and bi-monthly assessments. Our ELA specialist provides small group

instruction (Targeted Assistance/TA) for one period a day, 5 days a week, to those children who have demonstrated a deficiency in any area of reading. The results of practice tests go through an intensive error analysis with the Network Curriculum Team, principal, staff developer, teachers, ELA specialist, and ELA consultant. The Staff Developer meets with the teacher and ELA specialist to provide remediation lessons for the targeted children. Our process of ongoing assessments ensures that the program will closely monitor the child's progress and promote the child out of TA when appropriate, as well as accept new students as required by their practice tests. The ELA program is personally supervised by the Principal and Staff Developer. We are consistently monitoring the alignment of the ELA materials with the NYS ELA Curriculum as well as Core Knowledge. Teachers are provided with professional development at the beginning of the school year followed by monthly on-going professional development sessions.

METHOD

McGraw-Hill Connect Ed, Houghton Mifflin Harcourt Collections myHRW, iReady ELA, and Lightsail were leveraged to provide purposeful and productive English Language Arts instruction in alignment with the NYS ELA Curriculum as well as Core Knowledge. To meet the academic learning goals and needs of students, especially our hybrid students, instructional videos were created to support the continuity and progression of our Icahn curriculum. Daily and weekly formative assessments were provided to monitor student mastery of content to ensure that instructional support systems were adjusted to meet the needs of our learners.

During 2020-21, the school primarily used the following exam to assess student growth and achievement in ELA: iReady.

RESULTS AND EVALUATION

Icahn 5 administered the online End of Year iReady ELA Diagnostic Assessment in June 2021. This was the third and final diagnostic assessment administered to students for the 2020-2021 year. Based on the Diagnostic results, iReady reports provide detailed information on student performance by domain. iReady's growth measure provides a detailed profile of student growth and charts a path to grade-level proficiency for each student. From the assessment, overall placement of Icahn 5 students is shown in Table 1, and End of the Year Percent Proficiency on or above Grade-Level is found in Table 2. Information in Table 3 illustrates the change in student reading performance at our three checkpoints, September 2020, January 2020, and June 2021. Changes reflect the increased proficiency among students in each grade and demonstrate the positive impact Icahn 5 staff members are having on student achievement.

The results suggest Icahn 5 students are demonstrating steady progress in becoming proficient readers of the English language. The iReady analysis indicates Icahn 5 students demonstrate both high performance and growth.

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Icahn 5 – 2020-21 Reading – Final Diagnostic				
Overall Placement is shown for three Tiers with tier three designated as at-risk				
Grade	Tier 1	Tier 2	Tier 3	Students Assessed
K	92	8	0	38/38
1	78	22	0	37/37
2	75	25	0	36/36
3	90	8	3	38/38
4	72	26	3	39/39
5	65	25	6	32/32
6	65	20	14	35/35
7	85	6	19	32/32
8	74	14	11	28/28

Icahn 5 – June 2021 Reading Diagnostic EOY Percent Proficiency (On or Above Grade-Level)										
K	1	2	3	4	5	6	7	8	K-8 Avg. Proficiency	3-8 Avg. Proficiency
92	78	75	90	72	68	65	85	75	78	76

Table 3 - Icahn 5 – Growth in Reading during the 2020-21 Academic Year - Comparison of Three Administrations of the iReady Reading Diagnostic Results, September, January and the June Diagnostic.					
Overall Placement is shown for three Tiers with tier three designated as at-risk					
Grade	Administration	Tier 1	Tier 2	Tier 3	Students Assessed
K	September	86	14	0	36/38
	January	94	6	0	36/38
	June	92	8	0	38/38
1	September	46	46	08	37/37
	January	61	36	3	36/37
	June	78	22	0	37/37
2	September	66	31	3	36/36
	January	61	33	6	36/36
	June	75	25	0	36/36
3	September	61	34	5	38/38
	January	79	19	3	37/38
	June	90	8	3	38/38
4	September	59	33	8	39/39
	January	51	46	3	39/39
	June	72	26	3	39/39
5	September	38	44	19	32/32
	January	44	44	12	32/32
	June	68	25	6	32/32
6	September	48	15	36	33/35
	January	51	30	18	33/35
	June	65	20	14	35/35
7	September	50	23	27	30/32
	January	51	31	19	32/32
	June	85	6	9	32/32
8	September	72	11	18	28/28
	January	82	5	14	22/28
	June	75	14	11	28/28

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I-READY

2020-21 i-Ready [ELA] Assessment End of Year Results					
Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median percent progress to Annual Typical Growth of 3 rd through 8 th grade students will be equal to or greater than 100%.	All students	100%	205	153%	Yes
Measure 2: Each year, the school's median percent progress to Annual Typical Growth of all 3 rd through 8 th grade students who were two or more grade levels below grade level in the fall will be equal to or greater than 110% by the spring assessment administration.	Low initial achievers	110%	45	267%	Yes
Measure 3: Each year, the median percent progress to Annual Typical Growth of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3 rd through 8 th grade general education students at the school.	Students with disabilities ¹	153%	15	209%	Yes
Measure 4: Each year, 75% of 3 rd through 8 th grade students enrolled in at least their second year at the school will score at the <i>mid on-grade level</i> or above scale score for the year-end assessment.	2+ students	75%	202	42%	No

¹ Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school's mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g. English language learners, homeless students, etc.), please explain the rationale in the narrative section

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End of Year Performance on 2020-21 i-Ready [ELA] Assessment By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Mid-On Grade Level or Above	Number Tested	Percent Mid-On Grade Level or Above	Number Tested
3	53%	38	50%	37
4	36%	39	36%	39
5	34%	32	34%	32
6	51%	35	51%	35
7	38%	32	38%	32
8	43%	28	43%	28
All	Percentage - Mean Mid-On Grade Level or Above	Total Number Tested	Percentage - Mean Mid-On Grade Level or Above	Total Number Tested
	43%	204	42%	203

End of Year Growth on 2020-21 i-Ready [ELA] Assessment By All Students

Grades	Median Percent of Annual Typical Growth	Number Tested
3	127%	38
4	120%	38
5	187%	31
6	236%	34
7	355%	32
8	234%	28
All	Median ELA Growth	Total Number Tested
	163%	203

ADDITIONAL CONTEXT AND EVIDENCE

In comparisons available at i-Ready, Icahn 5 students score well above the national average.

SUMMARY OF THE ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS GOAL

The results suggest Icahn 5 students are demonstrating steady progress in becoming proficient readers of the English language. The I-Ready analysis indicates Icahn 5 students demonstrate both high performance and growth.

ACTION PLAN

Given the changes resulting from the COVID-19 pandemic, Icahn 5 had a testing year with impressive results and steady gains as shown in iReady data. Icahn 5 students continued to significantly outscore their peers across the nation. In the coming year, we will continue to analyze the impact of our instruction on students to identify possible changes we can introduce to support their increased academic achievement. In addition, we shall review and adjust as needed, student reading, writing, and listening skills as they relate to English Language Arts. We will continue to align our curriculum to the NYS Education Department as it modifies its reading and writing strands. i-Ready will continue to be utilized to meet the individual needs of every learner in English Language Arts.

GOAL 2: MATHEMATICS

ELEMENTARY AND MIDDLE MATHEMATICS

Goal 2: Mathematics

All Icahn Charter School 5 students will demonstrate steady progress in the understanding and application of mathematical skills and concepts.

BACKGROUND

Our Mathematics curriculum follows the Core Knowledge sequence and consists of Cognitively Guided Instruction, Savaas' Envisions 2.0, Engage NY resources (Eureka Math Modules), workbooks for K-5, Open Up Resources for Grades 6-8, and a strong emphasis on hands-on learning and monthly assessments. Our Mathematics specialist provides small group instruction for 45 minutes a day, 5 days a week, to those children who have demonstrated a deficiency in any area of Mathematics. The results of practice tests go through an intensive error analysis with the Network Curriculum Team, principal, staff developer, teachers, mathematics specialist, and Mathematics consultant to provide remediation lessons for the targeted students. Our process of ongoing assessments ensures that the program will closely monitor the child's progress and promote the students out of targeted assistance when appropriate, as well as accept new students as required by practice tests and teacher recommendation. The mathematics program is supervised by the principal and staff developer with additional support from a Mathematics Consultant of the Lavinia Group Company. The Mathematics Consultant is responsible for demonstration lessons and participates in developing teaching strategies. The mathematics consultant also provides professional development during common planning periods. Lavinia Group math consultants served the school in 2020-2021.

METHOD

Due to Covid-19 and the school hybrid model, digital components of curricular programs were prioritized and implemented for remote and hybrid learning. Savaas' Envisions 2.0, Great Minds Eureka/Engage NY, Open Up Math, iReady Math, Icahn Cognitively Guided Instruction Story Problems, and Khan Academy were leveraged to provide purposeful and productive Math instruction in alignment with the NYS Math Curriculum. To meet the academic learning goals and needs of students, instructional videos were created to support the continuity and progression of our Icahn curriculum. Daily and weekly formative assessments were provided to monitor student mastery of content to ensure that instructional support systems were adjusted to meet the needs of our learners.

During 2020-21, the school(s) primarily used the following exam to assess student growth and achievement in mathematics: iReady.

RESULTS AND EVALUATION

Icahn 5 administered the online End of Year iReady Math Diagnostic Assessment in June 2021. This was the third and final diagnostic assessment administered to students for the 2020-2021 year. Based on the Diagnostic results, iReady reports provide detailed information on student performance by domain. iReady's growth measure provides a detailed profile of student growth and charts a path to grade-level proficiency for each student. From the assessment overall placement of Icahn 5 students is shown in Table 1, and the End of Year Percent Proficiency on or above Grade-level can be found in Table 2. Information in Table 3 illustrates the change in student math performance at our three checkpoints, September 2020, January 2020, and June 2021. Changes reflect the increased proficiency among students in each grade and demonstrate the positive impact Icahn 5 staff members are having on student achievement.

The results suggest Icahn 5 students are demonstrating steady progress in the understanding and appreciation of mathematical skills and concepts. The iReady analysis indicated Icahn 5 students demonstrate both high performance and growth.

Icahn 5 – 2020-21 Math – Final Diagnostic				
Overall Placement is shown for three Tiers with tier three designated as at-risk				
Grade	Tier 1	Tier 2	Tier 3	Students Assessed
K	87	13	0	38/38
1	73	27	0	37/37
2	56	44	0	36/36
3	71	26	3	38/38
4	72	23	6	39/39
5	75	22	3	32/32
6	77	23	0	35/35
7	69	22	9	32/32
8	88	14	4	28/28

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Icahn 5 – 2020-21 Math Diagnostic EOY Percent Proficiency (On or Above Grade-Level)										
K	1	2	3	4	5	6	7	8	K-8 Avg. Proficiency	3-8 Avg. Proficiency
87	73	56	71	72	75	77	70	81	74	74

Table 3 - Icahn 5 – Growth In Math during the 2020-2021 Academic Year - Comparison of Three Administrations of the iReady Reading Diagnostic Results, September, January and the June Diagnosis Overall Placement is shown for three Tiers with tier three designated as at-risk.					
Grade	Administration	Tier 1	Tier 2	Tier 3	Students Assessed
K	September	69	31	0	36/38
	January	87	13	0	38/38
	June	87	13	0	38/38
1	September	55	43	3	36/36
	January	66	33	0	36/37
	June	73	27	0	37/37
2	September	47	50	3	36/36
	January	52	37	11	35/36
	June	56	44	0	36/38
3	September	31	61	8	38/38
	January	63	37	0	38/38
	June	71	20	3	38/38
4	September	36	54	10	39/39
	January	67	31	3	39/39
	June	72	23	3	39/39
5	September	32	53	16	32/32
	January	50	44	6	32/32
	June	75	22	3	32/32
6	September	54	30	15	33/35
	January	53	38	9	34/35
	June	77	23	0	35/35
7	September	59	19	22	32/32
	January	58	29	13	31/32
	June	70	23	7	30/32
8	September	71	21	8	28/28
	January	74	22	4	27/28
	June	81	15	4	27/28

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2020-21 i-Ready [Math] Assessment End of Year Results

Math Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median percent progress to Annual Typical Growth of 3 rd through 8 th grade students will be equal to or greater than 100%.	All students	100%	204	104%	Yes
Measure 2: Each year, the school's median percent progress to Annual Typical Growth of all 3 rd through 8 th grade students who were two or more grade levels below grade level in the fall will be equal to or greater than 110% by the spring assessment administration.	Low initial achievers	110%	40	220%	Yes
Measure 3: Each year, the median percent progress to Annual Typical Growth of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3 rd through 8 th grade general education students at the school.	Students with disabilities ²	104%	15	104%	Yes
Measure 4: Each year, 75% of 3 rd through 8 th grade students enrolled in at least their second year at the school will score at the <i>mid on-grade level</i> or above scale score for the year-end assessment.	2+ students	75%	203	49%	No

² Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school's mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g. English language learners, homeless students, etc.), please explain the rationale in the narrative section

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End of Year Performance on 2020-21 i-Ready [Mathematics] Assessment By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Mid-On Grade Level or Above	Number Tested	Percent Mid-On Grade Level or Above	Number Tested
3	42%	38	41%	37
4	46%	39	46%	39
5	44%	32	44%	32
6	63%	35	63%	35
7	41%	32	41%	32
8	57%	28	57%	28
All	Percentage - Mean Mid-On Grade Level or Above	Total Number Tested	Percentage - Mean Mid-On Grade Level or Above	Total Number Tested
	49%	204	49%	203

End of Year Growth on 2020-21 i-Ready [Mathematics] Assessment By All Students

Grades	Median Percent of Annual Typical Growth	Number Tested
3	83%	37
4	78%	39
5	147%	32
6	163%	35
7	132%	33
8	117%	28
All	Median Math Growth	Total Number Tested
	104%	204

ADDITIONAL CONTEXT AND EVIDENCE

In comparisons available at i-Ready, Icahn students score well above the national average.

SUMMARY OF THE ELEMENTARY AND MIDDLE MATHEMATICS GOAL

The results suggest Icahn 5 students are demonstrating steady progress in the understanding and appreciation of mathematical skills and concepts. The i-Ready analysis indicated Icahn 5 students demonstrate both high performance and growth.

ACTION PLAN

Given the changes resulting from the COVID-19 pandemic, Icahn 5 had a testing year with impressive results and steady gains as shown in iReady data. Icahn 5 students continued to significantly outscore their peers across the nation. In the coming year, we will continue to analyze the impact of our instruction on students to identify possible changes we can introduce to support their increased academic achievement. In addition, we shall review and adjust as needed, student reading, writing, and listening skills as they relate to mathematics. We will continue to align our curriculum to the NYS Education Department as it modifies its mathematical strands. i-Ready will continue to be utilized to meet the individual needs of every learner in mathematics.

GOAL 3: SCIENCE

ELEMENTARY AND MIDDLE SCIENCE

Goal 3: Science

All Icahn 5 Charter School students will demonstrate competency in understanding and the application of scientific principles

BACKGROUND

The Icahn 5 science curriculum is aligned with the NYS standards and utilizes Amplify Science. All students have their own microscope and a complete supply of slides for individual and independent study, curriculum-aligned DVDs and software, as well as access to a completely stocked library for independent reading in the area of science. All classes in the middle school and the lower school have smart boards. It is our intention to continue to provide advanced instruction in science to enable our students to take the high school Living Environment Regents. The school administered the New York State Testing Program science assessment to in-person students in 4th and 8th grade in Spring 2021. The school converted each student's raw score to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students enrolled in at least their second year (defined as enrolled by BEDS day the previous school year) to score at proficiency.

METHOD

Due to the Covid-19 hybrid learning model at the start of the 2020 school year, digital components of curricular programs were prioritized and implemented for remote learning.

During the 2020-2021 school year, to support hybrid instruction, digital components of curricular programs were prioritized and implemented to support remote learners and in-person instruction with appropriate social distancing for safety measures. Amplify Science was leveraged to provide

purposeful and productive synchronous and asynchronous Science instruction aligned with the NYS Science Curriculum. CKSci resources were implemented into the Google Classroom environment to ensure continuity of Core Knowledge instruction. When possible, digital lab simulations were conducted by students within the Amplify units of study. Summative assessments were provided to monitor student mastery of content and to ensure that instructional support systems were adjusted to meet the needs of our learners.

RESULTS AND EVALUATION

The school administered unit summative assessments to measure student growth and proficiency of the NYS Science Curriculum. Additionally, in-person learners in 4th and 8th grade sat for the NYS Science exams.

ADDITIONAL CONTEXT AND EVIDENCE

Through the years, Icahn 5 students have consistently demonstrated proficiency at high levels in both grades 4 and 8 on the NYSED Science Assessment, as shown in the Table below.

Summative assessments made this year indicate a continued high level of performance.

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2018-19		2019-20		2020-21	
	Percent Proficient	Number Tested	Percent	Number Tested	Percent Proficient	Number Tested
4	100	33	N/A	N/A	93	30
8	92.5	39	N/A	N/A	100	11
All	96.25	72	N/A	N/A	96.5	41

SUMMARY OF THE ELEMENTARY AND MIDDLE SCIENCE GOAL

Icahn 5 students continue to demonstrate competency in the understanding and application of scientific reasoning.

ACTION PLAN

As stated previously, efforts at Icahn 5 will continue to ensure that our students are provided with available resources such as TA program, afterschool support, and the Saturday Academy Program. Their instruction during these support programs is aligned with the NYS Science, Reading, and Math Learning standards.

GOAL 4: ESSA

Due to COVID-19 and the subsequent changes to the state's testing, accountability, and federal reporting requirements, the 2020-21 school accountability statuses are the same as those assigned for the 2019-20 school year. The 2019-20 accountability statuses were based on 2018-19 exam results.

Goal 7: Absolute Measure

Under the state's ESSA accountability system, the school is in good standing: the state has not identified the school for comprehensive or targeted improvement.

METHOD

Because *all* students are expected to meet the state's performance standards, the federal statute stipulates that various sub-populations and demographic categories of students among all tested students must meet the state standard in and of themselves aside from the overall school results. As New York State, like all states, is required to establish a specific system for making these determinations for its public schools, charter schools do not have latitude in establishing their own performance levels or criteria of success for meeting the ESSA accountability requirements. Each year, the state issues School Report Cards that indicate a school's status under the state accountability system.

RESULTS AND EVALUATION

Icahn 5 Charter School continues to have an ESSA status of "Good Standing". The measure was met.

ADDITIONAL EVIDENCE

As illustrated below, Icahn 5 has met the ESSA requirement for the last 3 years

Accountability Status by Year

Year	Status
2018-19	Good Standing
2019-20	Good Standing
2020-21	Good Standing